



# Amesbury Elementary School

## School Committee

October 29, 2018



 **DINISCO DESIGN**  
architects + planners



## Memorandum

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Date: 22 October 2018  
To: Amesbury School Committee  
From: DiNisco Design, Inc.  
Reference: **Amesbury Elementary School**  
Subject: School Capacity / Enrollment

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We have been working with the MSBA over the past several months to discuss the original enrollment projections of 855 students grades K-5 district-wide. We raised the concerns by the School Committee related to the decrease in projected enrollment and how the new school would accommodate a higher enrollment should the decreases not occur as predicted. After an extensive review it was agreed that the enrollment for FY2026-27 is as follows:

District-wide grade K-2 enrollment: 425 Students

District-wide grade 3-5 enrollment: 450 students

**Total District-wide grade K-5: 875 students**

Class size policy and the approach to integrated special education plays an important part in determining the total number of classrooms within a school. The recently approved ASC class size policy is stated below:

### GRADE

<u>LEVEL</u>	<u>CLASS SIZE</u>
K	17 – 20
1 – 2	18 – 22
3 – 5	20 – 24
6 – 8	22 – 26
9 – 12	Reasonable Class size

For the purpose of determining the number of classrooms required per grade, the District will use the “average” class size as follows:

- Kindergarten: 18
- Grade 1: 20
- Grade 2: 20
- Grades 3-5: 22



The attached School Capacity / Enrollment Configuration chart demonstrates that the new AES and existing CES can accommodate the forecasted enrollment with the appropriate number of general education classrooms. However, what is more important is to demonstrate that the space needs will be met until such time the enrollment decreases as suggested. Therefore, the current enrollment was applied to the proposed number of classrooms as a basis of evaluation to ensure there is flexibility built into the schools. The results demonstrate the new AES has sufficient capacity to accommodate current enrollment based upon the class size policy. CES also has sufficient capacity to accommodate the upper limit of the class size policy. Should there be a desire to further reduce the class size to the "Average" class size policy, the District will have an opportunity to continue to utilize the existing general education classrooms as general education classrooms until such time the District is comfortable in utilizing those classrooms for other programmatic needs.

Enclosures: School Capacity / Enrollment Configurations (10/15/2018)

# **School Capacity / Enrollment Configurations**

## **OPTION 5 (PK-K-2 AES / 3-5 CES)**

Year	Integrated PK	K	1	2	3	4	5	6	7	8	Total
2026-27 MSBA Enrollment		141	142	142	150	150	150				875
2018-19 actual (9/20/18)		120	148	141	169	179	165				922
<b>CES 3-5</b>											
Total # students CES					150	150	150				450
<b>Average # students/classroom</b>					22	22	22				
# existing classrooms					6.82	6.82	6.82				20
Round # Classrooms					7	7	7				21
Total Capacity					154	154	154				462
Current enrollment					169	179	165				513
Keep other program space as Gen Ed.					1	1	1				
Total Classrooms					8	8	8				24
Total Capacity					176	176	176				528
Current enrollment					169	179	165				513
Student Difference											15
Capacity is 15 students above current enrollment											

<b>Capacity by Class Size Range</b>											
Total # students CES					150	150	150				450
<b>High # students/classroom</b>					24	24	24				
# existing classrooms					6.25	6.25	6.25				19
Round # Classrooms					7	7	7				21
Keep other program space as SPED					0	0	0				
Total Classrooms					7	7	7				21
Total Capacity					168	168	168				504
Current enrollment					169	179	165				513
Student Difference											-9
Capacity is -9 students under current enrollment over 21 classrooms											

<b>AES PK-2</b>											
Total # students AES		141	142	142							425
<b>Average # students/classroom</b>		18	20	20							
# classrooms required	3.00	7.83	7.10	7.10							
Round # Classrooms	3	8	7	7							25
Total Capacity		144	140	140							424
Current enrollment		120	148	141							409
Student Difference											15
Capacity is 15 students above above current enrollment											

Total # students AES		141	142	142							425
<b>High # students/classroom</b>		20	22	22							
# classrooms required	3.00	7.05	6.45	6.45							
Round # Classrooms	3	8	7	7							25
Total Capacity		160	154	154							468
Current enrollment		120	148	141							409
Student Difference											59
Capacity is 59 students above current enrollment											

## **Amesbury School Committee Class Size guidelines**

In order to determine the number of classrooms required based upon an agreed upon enrollment, the average of the class size guidelines will be used:

GRADE LEVEL	CLASS SIZE	AVERAGE
K	17 - 20	18.5 ~ 18
1 - 2	18 - 22	20
3 - 5	20 - 24	22

Memorandum

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Date: 22 October 2018

To: Amesbury School Committee

From: DiNisco Design, Inc.

Reference: **Amesbury Elementary School**

Subject: MSBA Educational Program (Updated)

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The MSBA Educational Program has been updated from August 2018 with the following updates:

1. We have been working with the MSBA over the past several months to discuss the enrollment projections for the new AES (please refer to the separate memo regarding enrollment). The updated Ed. Program reflects the current number of general education classrooms based upon the MSBA enrollment projections.
2. In order to provide additional flexibility within the new AES and to anticipate SPED programs that could be considered once space becomes available in the new school, the following SPED programs have been identified:

*The Amesbury Public Schools is developing a Language-Based Program designed specifically for students with dyslexia and/or language-based learning disabilities. These students require a multi-sensory approach to support their reading, writing, listening, speaking and organizational skills in a self-contained, supportive setting. Through a language-based teaching approach, students are provided with consistent instructional methodology which is highly structured and focuses on oral and visual modalities to support language processing and production. Students receive specialized reading instruction and assistive technology consultation geared toward their individual needs. Study and executive functioning skills are also emphasized. The program will allow for reinforcement of these strategies across all content areas as students are integrated into general education classrooms throughout the school day. The overall goal of the language-based program is to continue to develop literacy skills and strategies while providing supported access to grade level curriculum. This dedicated classroom location will need to provide for easy access for students to move between their classroom and the general education classroom.*

*A recent national study has reported that the diagnoses of Neonatal Abstinence Syndrome (NAS) has steadily increased from 1.2 to 3.4 per 1000 live births as a direct result of the increase in maternal opioid use during pregnancy. There is evidence that an infant who suffers from Neonatal abstinence syndrome (NAS) has a greater risk of physical, emotional/behavioral, and/or cognitive delays long term. In Amesbury we have had our first referral from Early Intervention for a child with NAS, and have been informed that we can expect more over the next few years. In response, we would develop a sub-separate classroom for students who present with significant delays who will need specialized instruction more than 50% of the school day. This classroom should be located close to a*



*central bathroom and the motor room for movement breaks. The classroom should have easy access to related service providers as transitions are difficult for this population.*